

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 School

Transformation Fund - Planning

Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	July 9, 2018 to May 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> MAY 29 PM 1:19 </div>
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Crowley ISD	220-912	David L. Walker Intermediate/ 113	
Vendor ID #	ESC Region #	DUNS #	
1751247307	11	028428191	
Mailing address	City	State	ZIP Code
PO Box 688	Crowley	TX	76036-

Primary Contact

First name	M.I.	Last name	Title
Mariann		Middleton	Deputy Superintendent of C&I
Telephone #	Email address		FAX #
817-297-5237	mariann.middleton@crowley.k12.tx.us		817-297-5203

Secondary Contact

First name	M.I.	Last name	Title
Crystel		Polk	Project Director
Telephone #	Email address		FAX #
817-297-5296	Crystel.polk@Crowley.k12.tx.us		817-297-5204

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Michael	D.	McFarland, Ed.D	Superintendent
Telephone #	Email address		FAX #
817-297-5230	Michael.McFarland@Crowley.k12.tx.us		817-297-5205
Signature (blue ink preferred)			Date signed



5-25-2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Crowley ISD is applying for the Transformation Planning grant to provide an innovative approach to learning at a focus campus. Crowley ISD will implement the Accelerating Campus Excellence (ACE) at David Walker Intermediate School. The ACE program is an innovative approach to accelerating the transformation of historically struggling, multi-year "Improvement Required" school through the implementation of 1) strong campus leadership; (2) an effective teaching force and (3) high expectations to ensure that each and every student receives the necessary resources to develop a strong academic foundation. Key ingredients to this initiative will be a combination of substantial financial incentives (guided by a robust, multi-input evaluation system designed to identify the district's strong educators) who could then be collectively enticed to reconstitute perpetually struggling campuses educating students. Currently, David Walker is the sole campus that has been identified for the Transformation Planning Grant. This campus is a focus campus that has a high teacher turnover rate. The most common area of concern is equity: lack of comparable achievement gains for students of, ethnic groups, English Language Learners, and Economically Disadvantaged. Additional review reveals struggles with attendance, student mobility, teacher experience and retention, and major issues with discipline and student behavior.

Three of our school board priorities align with the goals of the ACE Framework model and will provide performance measurements to ensure the quality of the grant program: 1) College Readiness: promote high academic achievement and produce National Merit Scholars, 2) Quality Curriculum & Instruction: decrease achievement gap, and 3) Parental, Community, and Customer Support.

The ACE framework model will consist of the below:

1) Effective Principals and Teachers:

- Strategic Staffing: campuses are fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year.
- 3-year financial incentives provided to ACE educators (to date, \$15K for principals and \$10K for teachers annually – local flexibility is allowable in financial incentives, not to fall below \$12,500 for principals and \$8,000 for teachers)
- Targeted and differentiated professional development
- Emphasis on mission and purpose

2) Instructional Excellence:

- Focus on data analysis and professional learning communities
- Specified planning and collaboration time for teachers in grade level and subject alike settings
- A culture of frequent observation, coaching and feedback

3) Extended Learning:

- Extra hour embedded into the instructional day, specifically for reading and math interventions
- Campus remains open until 6pm for interventions, student enrichment, and safety
- Breakfast, lunch and dinner are served to all students

4) Social and Emotional Support:

- Emphasis on creating and maintaining positive relationships between adults and students
- Reduction of student suspensions and disciplinary issues through restorative justice practices
- Creation and implementation of joyful incentives for students

5) Parent and Community Partnerships:

- Increased communication protocols between educators and parents/community members

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- New partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs
- Campus beautification efforts both externally and internally

Administration of Best in Class (or similar) teacher climate survey 2x per year (December and May): allowing for assessment of ACE progress after the first semester in year one in regards to climate and culture as compared to the end of the previous non-ACE year.

Currently Crowley ISD is 58.1% economically disadvantaged, 15.36% limited English proficient, and our at-risk population is 53.3%. Our community unemployment seems to reach its height, approximately 7.6%, during the summer months, leading the district to desire additional services or training offerings for families within our community. Based upon the needs identified by the campus improvement committees, the following needs could be met through the comprehensive program developed by this grant. Crowley Independent School District is a suburban school district covering 58.4 square miles in south Tarrant County and stretches over two municipalities: Fort Worth and Crowley. Crowley ISD serves 15,221 students in grades Pre-Kindergarten through 12th. Crowley ISD has 23 campuses, including 10 elementary schools, four intermediate schools, three middle schools, two ninth grade schools, two high schools, an alternative learning center, and a career and technology education center. Crowley ISD employs more than 1,850 staff members, including over 1050 classroom instructional employees. Crowley ISD serves students of varied ethnic heritages and cultures and strives to be a diverse organization in a global society; one that values the difference in people recognizing that their different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions to benefit society.

District and campus administrators utilize the district strategic goals and performance objectives approved by the Board to develop, review and revise the campus improvement plans in collaboration with staff and respective planning committees such as the Campus Performance Objectives Committee-CPOC). Comprehensive data analysis is essential in the determination of district and campus strengths and needs for improving student performance for all student groups. Annually, each campus conducts a campus comprehensive need assessment (CNA). The CNA is critical to identifying areas of strengths and needed improvements. CISD utilizes a five-step process to determine the comprehensive needs at each campus. The five steps include: data collection from campuses, district and state; data is compared to comparison groups (groups that are similar in academics, ethnicity, mobility, teachers, and attendance); review campus instructional delivery model to insure evidence based best practices are used within the campuses; campus resources are reviewed to align with district goals; Community and campus focus groups are established to ensure input and buy-in. Based on the previous listed steps a comprehensive needs improvement plan is developed.

Program evaluation is the systematic collection and analysis of data for the purpose of examining a program. In Crowley ISD, Program Evaluation staff members provide research and evaluation information to support federal, state, and locally-funded programs. The most frequent services provided by Crowley ISD program evaluators include: Small to large-scale evaluation of federal or state grants, small to large-scale evaluation of district initiatives and programs, ad hoc information for the Board and top administrators for decision-making purposes, and Analyses of major assessments and educational indicators.

The budget includes the 25% for the matched transformation partner. In addition, CISD is including a stipend for the campus principal and a Social and Emotional Specialist to begin to plan the interventions that will reduce behavior referrals. The principal of David Walker will oversee the planning phase of this grant alongside the Deputy Superintendent of Curriculum and Instruction.

Crowley ISD has answered all statutory requirements within this application.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$151,445	\$	\$151,445
Schedule #8	Professional and Contracted Services (6200)	6200	\$72,500	\$	\$72,500
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$	\$10,000
Schedule #10	Other Operating Costs (6400)	6400	\$9,000	\$	\$9,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$242,945	\$	\$242,945
2.022% <u>indirect costs</u> (see note):			N/A	\$4,912	\$
Grand total of budgeted costs (add all entries in each column):			\$242,945	\$4,912	\$247,857

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 220-912		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator		1	\$12,448
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15			\$
16			\$
17			\$
18			\$
19			\$
20			\$
Other Employee Positions			
21 Social and Emotional Specialist		1	\$50,000
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$62,448
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112	Substitute pay		\$8,157
26 6119	Professional staff extra-duty pay (Stipends for planning and PD for Admin, counselor, teachers)		\$70,840
27 6121	Support staff extra-duty pay		\$
28 6140	Employee benefits		\$10,000
29 61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs		\$89,997
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$151,445

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 220-912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$62,500
2	External Professional Development	\$10,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$72,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$72,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 220-912		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$10,000
Grand total:		\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 220-912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$2,000
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$4,000
Grand total:		\$9,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 220-912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	488	73.9%	
Limited English proficient (LEP)	152	23%	
Disciplinary placements	23	3.1%	
Attendance rate	NA	95.6%	
Annual dropout rate (Gr 9-12)	NA	DNA%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	25.8	78.6%	
6-10 Years Exp.	3	9.2%	
11-20 Years Exp.	2	6.1%	
20+ Years Exp.	2	6.1%	
No degree	0	0%	
Bachelor's Degree	27.8	84.7%	
Master's Degree	5	15.3%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						327	333							660

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						14	12							26

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District and campus administrators utilize the district strategic goals and performance objectives approved by the Board to develop, review and revise the campus improvement plans in collaboration with staff and respective planning committees such as the Campus Performance Objectives Committee-CPOC). Comprehensive data analysis is essential in the determination of district and campus strengths and needs for improving student performance for all student groups. Annually, each campus conducts a campus comprehensive need assessment (CNA). The CNA is critical to identifying areas of strengths and needed improvements. CISD utilizes a five-step process to determine the comprehensive needs at each campus. The five steps include: data collection from campuses, district and state; data is compared to comparison groups (groups that are similar in academics, ethnicity, mobility, teachers, and attendance); review campus instructional delivery model to insure evidence based best practices are used within the campuses; campus resources are reviewed to align with district goals; Community and campus focus groups are established to ensure input and buy-in. Based on the previous listed steps a comprehensive needs improvement plan is developed.

Collecting and analyzing data is crucial to the needs assessment process because the data analysis will generate one or more problem statements. The problem statement is the driving force for the needs assessment because the purpose of the needs assessment is to identify one or two root causes that are likely to generate the greatest gains for the campus. After the group has identified 2 or 3 root causes that the group feels they can "control", it is important to look at several data sources to determine that the data supports the idea that this is a root cause. The prioritization of root causes is critical because research indicates that improvement is most likely to occur if all efforts are focused on addressing one or two root causes. The entire system is a Continuous Improvement Framework that includes District Commitments, Support Systems, and Critical Success Factors.

Crowley ISD identified five needs through the district needs assessment process for David Walker Intermediate school. Which are prioritized as: decrease high teacher turnover rate, retain highly qualified staff, increase effective Professional Learning Communities, implement comprehensive social and emotional framework, and central office leaders to provide effective and efficient supports.

David Walker is the sole campus that has been identified for the Transformation Planning Grant. This campus is a focus campus that has a high teacher turnover rate. The most common area of concern is equity: lack of comparable achievement gains for students of, ethnic groups, English Language Learners, and Economically Disadvantaged. Additional review reveals struggles with attendance, student mobility, teacher experience and retention, and major issues with discipline and student behavior.

Campus	At-Risk	ELL	ED	2015-2016 Mobility	2015-2016 Attendance	% Teachers (<5 years)	% pass all STAAR
David Walker Intermediate Campus	53.3%	23%	73.9%	19.4	95.6%	78.6%	57%
District Average	53.3	14.9	58.1	17.4	95.3%	54.3	64%
State Average	50.3	41	59	16.2	95.8%	35.8	75%

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The most critical area of focus for the district will be creating and implementing campus systems that are responsive to high teacher turnover rate prevalent at this campus, especially as it relates to ensuring that consistency amongst the teaching staff is maintained.	CISD will focus on financially incenting the district's more effective teachers and principals into relocating to David Walker one of the highest poverty communities. The principal will be selected based on a track record of student success and positive campus culture, while teachers identified as effective based on the district's evaluation rubric (T-TESS) will be offered to apply to teach at an ACE campus.
2.	CISD leaders recognize the need to not only identify, but also retain a highly qualified faculty and staff with a strong understanding of how to implement high impact and engaging instructional strategies for a diverse community of learners. David Walker Intermediate school has continued to report large gaps among sub populations as indicated by both local assessments and annual STAAR scores.	In addition to the professional development days provided in the 2018-2019 school year, this staff will also be provided with 12 additional professional development days to be engaged and learning instructional strategies. In additional
3.	CISD leaders will focus on developing systems to ensure that effective professional learning communities (PLCs) are in place which focused on improving student academic performance through ongoing data-reflection and collaboration among teachers.	Using three-six weeks' interim assessments data, the schools structured Professional Learning Communities (PLCs) focused on curriculum alignment. Data was also used as a visual reference for goals at the campus-, classroom-, and student level. Instructional delivery was aligned with the T-TESS rubric, and regular calibration walks and feedback were provided to promote and support excellent practices.
4.	The fourth priority area for David Walker intermediate school is to address the growing need for time and resources to develop and implement a comprehensive, social and emotional learning framework that includes continuous professional development for faculty and staff, consisting of but not limited to a restorative discipline and PBIS program designed to address the social and emotional needs of students.	David Walker will participate in restorative justice discipline practices which yielded a positive reduction in discipline offenses. Discipline data was reviewed each six-weeks, and principals, counselors, and teachers held campus meetings for collaborative Response to Intervention (RTI) planning.
5.	A priority for CISD central office administrators will be to focus on providing effective and efficient administrative supports that are responsive to high administrator turnover rate.	In order for CISD central administrators to focus on providing effective and efficient supports. The central admin will receive additional training based on the ACE framework.

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Schedule #14—Management Plan

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Social and Emotional Specialist	Qualifications: minimum of Bachelor's, degree in education or related field. Master's degree preferred. Spanish bilingual preferred. Experience working with community agencies and working with diverse cultures and economic backgrounds. Social and Emotional Learning Specialist will serve as lead in evidence-based strategies to support a coordinated and effective school climate, classroom management, social-emotional learning, restorative practices, and behavioral interventions process at schools as part of MTSS. Leading the development of positive school climate and culture throughout the campus weekly providing direct support to the campus.
2.	N/A	N/A
3.	N/A	N/A
4.	N/A	N/A
5.	N/A	N/A
6.	N/A	N/A

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop strategies to increase academic student achievement	1. Disaggregate data based on student STAAR scores	09/01/2018	6/20/2019
		2. Review classroom standards for tier one instruction	09/01/2018	6/20/2019
		3. Develop a system for targeted interventions	09/01/2018	6/20/2019
		4. Develop a system for progress monitoring	09/01/2018	6/20/2019
		5. Develop a system for individual student data tracking	09/01/2018	6/20/2019
2.	Develop strategies to decrease disciplinary referrals	1. Develop Social and Emotional interventions	09/01/2018	6/20/2019
		2. Train all staff and incorporate district SEL curriculum	09/01/2018	6/20/2019
		3. Analyze and monitor behavior data every 3 weeks	09/01/2018	6/20/2019
		4. Develop positive behavior incentive plan	09/01/2018	6/20/2019
		5. Work with community partners to secure mentors	09/01/2018	6/20/2019
3.	Develop strategies to increase attendance among students and staff	1. Identify students/staff whose attendance is low	09/01/2018	6/20/2019
		2. Work with community partners to provide incentives	09/01/2018	6/20/2019
		3. Develop an attendance monitoring plan	09/01/2018	6/20/2019
		4. Develop a positive incentive plan for teachers	09/01/2018	6/20/2019
		5. Analyze and monitor attendance data every 3 weeks	09/01/2018	6/20/2019
4.	Identify highly effective teachers and administrators to align with the ACE strategic plan	1. Retain and recruit qualified instructors	09/01/2018	6/20/2019
		2. Develop campus administrators selection process	09/01/2018	6/20/2019
		3. Collect administrator effectiveness data	09/01/2018	6/20/2019
		4. Develop a teacher hiring process	09/01/2018	6/20/2019
		5. Collect teacher effectiveness data	09/01/2018	6/20/2019
5.	Develop strategies to increase the number of students in extended day clubs and organizations	1. Allow students choice and voice for clubs	09/01/2018	6/20/2019
		2. Implement the College/Career Readiness Standards	09/01/2018	6/20/2019
		3. Secure field trips and virtual trips	09/01/2018	6/20/2019
		4. Secure industry experts in professions to speak	09/01/2018	6/20/2019
		5. Recruit and train community members to teach in clubs	09/01/2018	6/20/2019
6.	Develop strategies to decrease administrator and teacher turnover	1. Provide additional professional development days	08/01/2018	6/20/2019
		2. Increase walk throughs and feedbacks	08/01/2018	6/20/2019
		3. Provide equity and diversity training	08/01/2018	6/20/2019
		4. Create a stipend as an incentive	08/01/2018	6/20/2019
		5. Implement culture and climate surveys bi-annually	08/01/2018	6/20/2019
7.	Develop strategies to increase parent and community partnerships	1. Create avenues for parent volunteers at the school	09/01/2018	6/20/2019
		2. Build classes in local low -income apartments	09/01/2018	6/20/2019
		3. Survey parents to gain a deeper level of participation	09/01/2018	6/20/2019
		4. Develop a parent university	09/01/2018	6/20/2019
		5. Create focus groups	09/01/2018	6/20/2019
7.	Develop detailed transformation plan	1. Hire program coordinator	07/20/18	6/20/2019
		2. Retain funding for plan implementation	07/20/18	6/20/2019
		3. Align ACE Model to current framework	07/20/18	6/20/2019
		4. Distribute plan to stakeholders	07/20/18	6/20/2019
		5. Conduct summative evaluation of planning process	07/20/18	6/20/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the fall semester, campus principals met with School Leadership support staff in order to review assessment data from the prior year and set a campus academic goal for the upcoming school year. Each campus captured their targeted goal in the form of a "Campus Goal Tree" which identified (1) the overarching targeted academic goal for the larger campus community (2) Indicators that will show evidence of progress toward the goal (3) Formative assessment measures that will be utilized for progress-monitoring and (4) Benchmark goals that will be evaluated to determine progress toward the goal. Goal Trees are displayed and monitored at both the campus and central office level. Campuses display their goal trees in their offices, hallways, classroom and common staff areas for immediate access by staff, teachers, student, parents and community members. The Office of School Leadership displays campus Goal Trees- along with a stop light report indicating progress- in the main central office hallway for continuous evaluation of their campus benchmarks. Monitoring of Campus Goal Trees is developed throughout weekly Achievement Cabinet meetings (as indicated by the campus benchmark timeframes). The Achievement Cabinet consist of members of School Leadership, Curriculum and Instruction, Special Education and Professional Development. Campus support is individualized based upon the needs of the campus as identified in the degree of progress toward their campus goal.

Goal Trees are displayed and monitored at both the campus and central office level. Goal trees are available for central office staff, teachers, students, parents and community members in a variety of areas. Campuses display their goal trees in their offices, hallways, classroom and common staff areas for convenient access for all campus community members. The Office of School Leadership displays campus Goal Trees- along with a stop light report indicating each individual campus' progress toward their goals- in the main central office hallway for continuous evaluation of their campus benchmarks. Monitoring of Campus Goal Trees is developed throughout weekly Achievement Cabinet meetings (as indicated by the campus benchmark timeframes). Progress monitoring follows a Plan-Do-Study-Act (PDSA) model.

When campuses are unsuccessful in meeting their goals, an action plan is developed and implemented with feedback from the appropriate Executive Director of School Leadership. In addition, the Achievement Cabinet consisting of members of School Leadership, Curriculum and Instruction, Special Education and Professional Development, meet weekly to follow up on each individual campus' progress reports provided by their supervising Executive Director. Campus support is individualized based upon the needs of the campus as identified in the degree of progress toward their campus goal.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crowley ISD is currently implementing an Instructional Management system and Student Management system. These systems will provide ongoing and existing efforts for all schools to reach their maximum potential. The Crowley Instructional Management System is designed to ensure that all students are experiencing high quality instruction on-a-daily basis. The level of instruction delivered is directly correlated to student learning and it is imperative that the instructional capacity be developed, and the instructional process be managed to ensure that a guaranteed, viable curriculum is consistently delivered to all students.

The Instructional Management System components are tools that used to ensure that the five ACE components are implemented, developed and supported. The Instructional Leadership guide and other tools are used to ensure that there is **an effective principal in every school and an effective teacher** in every classroom.

As a part of our turnaround efforts we are being intentional about the implementation of the Student Management System. The Student Management System is designed to ensure that our approach to managing and influencing student behavior is made explicit throughout the district. The components of the Student Management System are teacher/staff professional development, implementation of restorative practices including positive behavior supports, social excellence initiatives through clubs and organizations, and leadership readiness. The student management system also has negative consequences for poor choices which are normally addressed in the student code of conduct.

The Student Management system acknowledges the implications of social and emotional factors and is intentional about building educators awareness about social and emotional supports. The Student Management System is in alignment with the ACE tenet that focuses on ensuring that social and emotional supports are present in the school and services are rendered in a proactive way.

Additional personnel will be hired to provide case management services and address the social and emotional needs of the students.

As a part of the Student Management system student school days will be extended to a lot for time remediation, enrichment and acceleration. Extended school days will occur with the goal of gaining 8 hours per week of instructional time. This increase instructional time is designed to capture learning and engagement time that is often not capitalized on in the traditional structure. This additional time will also be used as club, group and social development time. Leadership development is important and is a key part of the Student management system. Students will be encouraging to secure membership in groups and clubs and will regularly be required to engage in leadership development activities and social excellence focused event.

On-going professional learning opportunities are provided to insure a common understanding and implementation plan for each system. Campus leaders participate in a campus performance meeting quarterly, during this time data is presented regarding their progress int the Instructional Management system and the Student Management system.

Crowley ISD will leverage funds with Title one, two, and three grants to ensure the ACE model framework is implemented with fidelity. In addition, CISD will work with local community-based partners to help implement the extended day activities, social and emotional learning, and to create a collaborative atmosphere for parents and community.

ACE staff will receive an addendum to their initial contract outlining the ACE model expectations and the allocated stipend. The teacher or administrator will be responsible for repayment if the contract is not fulfilled.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Campus Data Review	1.	STAAR DATA
		2.	Common Formative Assessments
		3.	District Benchmarks
2.	Progress Monitoring	1.	Universal screener- BOY, MOY, EOY
		2.	Goal Trees- Quarterly reviews
		3.	iStation-iSIP and Dreambox-Progress Monitoring Assessments
3.	Campus Discipline Review Meetings	1.	Decrease in number of in school suspension placements
		2.	Decrease in number of out of school discipline placements
		3.	Decrease in number of alternative school placements
4.	Campus Attendance Review Meetings	1.	Increase student attendance
		2.	Increase staff attendance
		3.	Reduction in number of students with excessive absences
5.	Performance Evaluations	1.	T-TESS
		2.	T-PESS
		3.	Campus/Classroom Walkthrough Data
6.	Extended Day Participation Review	1.	Increase in enrollment
		2.	Increase in offerings
		3.	Increase in community mentor partnerships
7.	Surveys	1.	Campus Climate
		2.	Bi-annual community surveys
		3.	Exit Surveys
8.	Parent/Community sign-in sheets	1.	Increase attendance in parent volunteers
		2.	Increase attendance in parent classes
		3.	Increase attendance in parent University
9.	Program Evaluation	1.	Transformation Staffing
		2.	Summative evaluations of planning process
		3.	Seek funding
10.	Attendance in Professional Learning Opportunities	1.	Teacher sign-ins
		2.	Eduphoria registration
		3.	Surveys

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers use a common data reflection guide to analyze data from all district common, formative assessments. These data reflection guides focus on data disaggregation by subpopulation, including ethnicity, socioeconomic status, gender, and Special Education status. Also, these guides walk teachers through the process of identifying "bright spots" (standards where students achieved mastery) and areas of opportunity. Teachers create action plans based upon the analysis and submit to their campus principal for feedback.

Campus principals use a common data reflection guide to analyze campus data for all common, formative assessments data and create an action plan for each. The campus data reflection guides require the principal to disaggregate data by subpopulation by teacher. This helps campus leaders identify principals who are working effectively with various groups of students, as well as which teachers are above proficient in teaching specific student expectations. Campus action plans are submitted to the district school leadership team for feedback.

At the district level, data reflection guides are used to analyze data for all common, formative assessments administered in the district and also creating an action plan detailing which campuses will receive what support. Each content coordinator analyzes the data in their area of responsibility to identify what campuses are effectively using high-yield instructional strategies so other campuses can learn from their expertise. The Achievement Cabinet (made up of deputy superintendents of School Leadership and Curriculum and Instruction, as well as the Executive Directors of both departments) review and analyze district data reflection guides to determine which campuses are in need of additional targeted support.

The Crowley ISD Instructional Management Guide is a detailed framework that clearly identifies the procedures used by teachers, campus administrators, and district administrators to ensure all students receive high quality instruction and to identify students who are struggling so that timely interventions can be put into place. Based upon the four guiding questions of a Professional Learning Community, this framework adds an additional question that addresses highly effective instruction. Expectations for teachers are clearly outlined from lesson planning, attendance at PLCs, district assessment requirements, data reflection processes, teacher action plans, providing interventions, progress monitoring, and advanced learning opportunities. Campus administrators and District administrators have specific expectations for each area as well. This systemic approach to school improvement has shown desired results in prior districts where implemented.

Program evaluation is the systematic collection and analysis of data for the purpose of examining a program. In Crowley ISD, Program Evaluation staff members provide research and evaluation information to support federal, state, and locally-funded programs. The most frequent services provided by Crowley ISD program evaluators include: Small to large-scale evaluation of federal or state grants, small to large-scale evaluation of district initiatives and programs, ad hoc information for the Board and top administrators for decision-making purposes, and Analyses of major assessments and educational indicators.

Crowley ISD program evaluators work closely with the program manager to understand the program, set program goals, and determine the scope of the evaluation. Ongoing communication between the evaluator and program manager is important so that the program manager can continually update the evaluator about the program and so that evaluation findings can be shared as they become available. The ongoing communication of results allows for continuous improvement throughout the school year, if needed.

The typical steps of a program evaluation are shown in the figure below. Because program evaluation is cyclical in nature, results of one year's final report are often used as a guide to update program goals (if needed) and to create the evaluation plan for the next year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crowley ISD implements a three-tier management plan based on the needs of the campus. Priority and Focus campuses are considered TIER 3 and receive additional resources from the Curriculum and Instruction department as well as from the department of School Leadership. Due to the high needs of our Tier 3 campuses, we will provide Horizontal Alignment Team (HAT) meetings for all teachers. At HAT meetings, the protocol calls for teachers from higher-achieving campuses to share best practices for improving student achievement, as well as working with district-level coordinators to unpack and analyze state standards. In addition to HAT meetings, Tier 3 campuses receive focused instructional coaching through campus-based Instructional Support Specialists, as well as weekly support from district Content Coordinators.

Student intervention plans are created based on data from district assessments in collaboration with district-level teams comprised of School Leadership and Curriculum personnel. To ensure a viable curriculum with adequate instructional time for all content areas, Tier 3 campuses receive standardized scheduling expectations, as well as support with budget allocation to make sure that resources are aligned with campus needs. Finally, all campuses implement the Instructional Management System, which consists of progress monitoring expectations at both the teacher, campus, and district leadership level. Tier 3 campuses are provided with ongoing support to make sure the standards of the Instructional Management Plan are implemented with fidelity.

The table below represents the district approach to the tiered system for campus support.

TIER 1 <i>Campus Management Decisions</i>	TIER 2 <i>Campus Management Decisions</i>	TIER 3 <i>Campus Management Decisions</i>
Conduct PD	C&I support Bi-monthly	Mandatory HAT/VAT PD
HAT/VAT PD	HAT/VAT PD (mandatory)	Instructional Focused Coaching
Monthly C&I support	Modeling/Co-teach (specialist)	Weekly support from coordinators
Model/Co-teach for Tier 2 and 3 campuses	Collaborative staffing decisions	Weekly support from School Leadership
Monthly School Leadership Support	Collaborative PD decisions	Modeling/Co-teach (specialist)
Implement the Instructional Management System	Bi-monthly support from School Leadership	Collaborative Intervention Plans
	Collaborative Intervention Plans	Staffing Considerations
	Standardized Scheduling	Standardized Scheduling
	Implement the Instructional Management System	Budget Allocations
		Collaborative PD decisions
		Implement the Instructional Management System

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses in Crowley ISD are Title 1 campuses. The monitoring of these campuses begins with ensuring that federal, state and local resources align to ensure maximum impact of available monies. The goals of the campus and district align in the Campus and District improvement plans to ensure that the monies spent are clearly associated with identified needs, root causes and strategies. Campuses submit desired Title 1 expenditures by completing the TEA recommended form for justifying grant expenditures so that district level personnel can confirm that the expenditures are consistent with the needs, root causes and strategies identified in the plans. The district has several individuals that help oversee and monitor school improvement plans. In addition to the DCSI the district has a Deputy Superintendent of Curriculum and Instruction, a Deputy Superintendent of School Improvement, an Executive Director of Secondary Leadership, and an Executive Director of Elementary Leadership. Assuming the campus is identified as Improvement Required and has a PSP, then the PSP meets with these individuals to ensure that everyone is in alignment regarding district supports and needed actions. The district believes in the Continuous Improvement Model and Framework recommended by the Texas Center for District and School Support. The entire design of Collecting and Analyzing Data, conducting a needs assessment, Developing an Improvement Plan, and Implementing and Monitoring the plan with formative and summative data means that the plan is reviewed several times each year so additional action and fine tuning takes place.

If the initial plan submitted by the applicant is unsuccessful after two years, any remaining autonomy granted to the campus by district leadership will be removed, and the campus will be required to adhere to "tight" Tier 3 guidelines. Teacher attendance at all Horizontal Alignment Team (HAT) meetings will be mandated and monitored. The current Instructional Coaching arrangement of a math, reading and half-time science specialist per campus would be increased to include a reading interventionist, as well as the potential of adding an additional instructional coach in a high-needs areas. Campus leadership will be required to create intervention and action plans based on district assessment data in collaboration with the department of Curriculum and Instruction and the department of School Leadership. The master schedule will be determined by the department of Curriculum and Instruction, a professional development track specific to campus needs will be developed, and consideration would be given to replacing the current administration and/or campus leadership team to produce improved results.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crowley ISD uses a rigorous Request for Proposal process to select and screen external evaluators. CISD uses a streamline approach to vendor selection and bidding process, resulting in the best possible process for hiring external partners. The first step in the process is to ensure and develop a list of the types of contractors that may bid on the project. Presented. Then our district decides which is preferable and choose vendors with proven experience in handling the projects you we are outsourcing. A list is collected for recommendations from nearby associations making sure that all contractors are licensed and bonded. Once a list of three to six prospective vendors is developed they are invited to a meeting held with the Executive Director of Finance. he Request for Proposal (RFP) ensures that vendors bid on precisely the same work. In your RFP, clearly identify the scope of the project, including what it includes and excludes.

Detail the materials to be used and the specific areas in which work will be performed, as well as any other pertinent details. The Executive Director of finance provides substantial value in this stage. Once the bids are acquired, CISD ensures that all the information requested is supplied in full detail. If information is missing, the district is allowed to submit a form and request the information. CISD performs an extensive round of fact-checking, ensuring that all claims are true and verified by previous clients.

The final stage of the process involves summarizing all the key considerations in a format that will enable the board members to make an easy visual comparison. The recommendation is then presented to the Board of Trustees.

The evaluation process will examine commitment, involvement, effectiveness and outcomes, and potential for sustainability. In addition, it should identify lessons learned. Results of the evaluation should be shared with partners for continuous program improvement. The external evaluation is important to developing and sustaining a partnership. The evaluation will serve multiple purposes, which include: Build capacity within the partnership and community. Determine progress toward achieving outcomes. Improve partnership interventions. Provide accountability to community, funding agencies, and stakeholders. Increase community awareness and support.

Ideally, partnership evaluation planning will be part of planning the partnership. Evaluation activities will be conducted throughout the life of the partnership and can include relatively simple activities, such as meeting-effectiveness surveys, identifying barriers, or participation through informal interviews. Identifying some members' (e.g. critical partners) lack of participation in meetings or activities is especially important. As a program's capacity and partnerships grow, a plan for more in-depth assessments of the partnerships' accomplishments will be more appropriate (these issues will be discussed throughout the different steps).

The evaluation should focus on the partnerships that will provide data that will be useful for your program. CISD will use the following criteria will help you to consider what level and scope of partnerships to evaluate: Maturity of the state plan. Maturity of the partnership. Purpose or objective of the evaluation. Evaluation questions of strategic interest to stakeholders. Intended uses of the evaluation. Available resources for evaluation. Ideally, partnership evaluation planning should be part of planning the partnership. Evaluation activities can be conducted throughout the life of the partnership and can include relatively simple activities, such as meeting-effectiveness surveys, identifying barriers, or participation through informal interviews. Identifying some members' (e.g. critical partners) lack of participation in meetings or activities is especially important. As a program's capacity and partnerships grow, a plan for more in-depth assessments of the partnerships' accomplishments will be more appropriate (these issues will be discussed throughout the different steps).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The federal, state and local resources align to ensure maximum impact by coordinating activities to eliminate replication. The goals of the campus and district align in the Campus and District improvement plans to ensure that the monies spent are clearly associated with identified needs, root causes and strategies. The district has allocation formulas in place to ensure that the district meets both the Maintenance of Effort and Comparability requirement so that federal dollars do not supplant local and state funds. The district also has a system of checks and balances among the four major departments (Curriculum and Instruction, Finance, Employee Services, and School Improvement at Central Administration to help ensure coordination of departmental funds.

The below chart depicts how CISD will align federal funds and local resources:

Title I	Title II	Title III	Local funds
extended school day, social-emotional learning, curricular resources, interventions, technology resources for individualized and personal learning, learning experiences, guest speakers, college visits (transportation)	– professional development for social-emotional learning, culturally responsive pedagogy, student management, lesson delivery, intervention, assessment, RtI, ACE framework, high-yield instructional strategies	– funding for classes for ESL parents, ELL after-school interventions, Gifted and Talented enrichment activities	incentives, instructional resources, training, campus Instructional Support Specialist positions

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every quarter, campuses participate in a Campus Performance Review (CPR). The CPR meetings allow both Principal and Central Office Staff to develop a shared awareness around the performance of campuses. The Campus Performance Review Committee consists of members from School Leadership, Curriculum & Instruction, Professional Development, and Student Services. During the meetings, campus leaders present information in the following areas:

1. Achievement Data
2. Discipline Data
3. Attendance Data

The questions below reflect the center of focus for the campus performance review facilitated by the campus principal:

- How do you feel about your data?
- How are you using your data?
- What impact will the data have on Tier 1 instruction?
- What impact does the data have on monitoring Tier 1 instruction?
- What impact does data have on planning interventions?
- Tell us about the PLC process on your campus and its impact on instruction.
- What modifications and supports do you need from central office?

At the conclusion of the CPR meetings, the Central Office team will identify a tier placement on the pyramid of support. The tier (Tier 1, Tier 2, and Tier 3) placement is based upon length of term of principal, campus rating from previous year, data and actions presented in the campus performance review meetings. The pyramid of support outlines the frequency of supports provided as well as outlines the expectations for performance management in the following areas:

- Campus management decisions
- Professional learning opportunities
- Vertical and horizontal alignment planning sessions
- School Leadership Support (monthly, bi-monthly, or weekly)
- Implementation of the Instructional Management Systems

Lastly, the team will identify modifications needed in the central office service and support based on campus data and placement on the pyramid. This allows us to be intentional about the supports that we are providing.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crowley ISD will implement the Accelerating Campus Excellence (ACE) at David Walker Intermediate School. The ACE program is an innovative approach to accelerating the transformation of historically struggling, multi-year "Improvement Required" schools through the implementation of 1) strong campus leadership; (2) an effective teaching force and (3) high expectations to ensure that each and every student receives the necessary resources to develop a strong academic foundation. Key ingredients to this initiative will be a combination of substantial financial incentives (guided by a robust, multi-input evaluation system designed to identify the district's strong educators) who could then be collectively enticed to reconstitute perpetually struggling campuses educating students.

The strategic framework for ACE focuses on five key components that are continuously evaluated for effective implementation.

Effective Principals and Teachers: National research and best practices reflect that talented school leadership and highly effective teachers are essential in successful school turnaround initiatives. To that end, CISD will focus on financially incentivizing the district's most effective teachers and principals into relocating to David Walker, one of the highest poverty campuses in our community. The principal will be selected based on a track record of student success and positive campus culture, while teachers identified as effective based on the district's evaluation rubric (T-TESS) will be asked to apply to teach at this ACE campus. To minimize the negative impact on "Met Standard" campuses contributing their teachers to this initiative, no more than 4 teachers per campus will be allowed to move to an ACE school. Understanding that new ACE staff members would face additional challenges and professional responsibilities such as an extended school day and required homework, educators will be offered stipends in addition to their base pay paid out over the year. Additionally, both teachers and principals will be provided with twelve additional professional development days before and throughout the course of the school year. Coaching will be provided from the ACE program office for principals, assistant principals, teachers, and campus instructional coaches.

Instructional Excellence: Using three-week interim assessment data, the schools structured Professional Learning Communities (PLCs) will focus on curriculum alignment. Data will be used as a visual reference for goals at the campus-, classroom-, and student level. Instructional delivery will be aligned with the T-TESS rubric, and regular calibration walks and feedback will be provided to promote and support excellent practices. Professional development, coupled with weekly visits from the executive director, coordinator and academic facilitators, providing monitoring, coaching, planning, and instructional modeling. Weekly newsletters will be created to reinforce key instructional goals, and monthly principal meetings will be held to review data and study excellent practices. These meetings include campus walks to review classroom instruction. Additional campus personnel (assistant principal and campus instructional coaches) will be allocated for further academic support.

Extended Learning: One hour will be added to the regular school day to ensure each content area course is allocated more time for instruction and targeted intervention. In addition, campuses remained open until 6PM, with dinner and transportation provided in order to foster a comfortable and child-focused environment. Teachers will lead tutoring, homework support, and enrichment opportunities for three hours per week.

Social-Emotional Support: Additional personnel (assistant principals and counselors) will allow campuses to place an intentional focus on social/emotional health, teaching about growth mindset and habits of mind, which focuses on equipping the learner with tools to promote learning and positive decision-making. Furthermore, select campuses will pilot restorative justice discipline practices which will yield a positive reduction in discipline offenses. Discipline data will be reviewed each six weeks, and principals, counselors, and teachers will hold campus meetings for collaborative Response to Intervention (RTI) planning.

Parent and Community Support: The campus will increase communication with families and opportunities for engagement, encourage support from community groups, and received non-brick and mortar facility improvements (paint, floors, landscaping).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning☐ P2 Partnership☐ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☒ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

David L. Walker Intermediate will serve as an exemplar school by implementing best practices for student achievement and igniting every student's unlimited potential to empower the future generations through quality education. Crowley ISD will provide all students with a world-class, high-quality education where students are inspired to succeed in the global community. In order for Crowley ISD to fulfil the vision set forth for David Walker, the ACE framework model alongside the newly developed Crowley Instructional Management System and the Student Management System will be implemented to transform the campus into an exemplar school.

Instructional Management System

The Crowley Instructional Management System is designed to ensure that all students are experiencing high quality instruction on a daily basis. The level of instruction delivered is directly correlated to student learning and it is imperative that the instructional capacity be developed, and the instructional process be managed to ensure that a guaranteed, viable curriculum is consistently delivered to all students. The Crowley Instructional Management system is aligned with the ACE program and is designed to reduce the variability in instructional practice and to make the expectations for teachers, administrators, and central office supervisors explicit. In order to ensure adequate time for building capacity principals, teachers, and campus leadership teams will be required to attend 12 additional days of professional development throughout the school year. The Instructional Management System is comprehensive, and time must be allotted to ensure that all impacted parties are immersed in the development activities.

The Instructional Management System components are tools that are used to ensure that the five ACE components are implemented, developed and supported. The Instructional Leadership guide and other tools are used to ensure that there is **an effective principal in every school and an effective teacher** in every classroom.

Instructional Leadership Guide:

The Instructional Leadership Guide is designed to clarify the behavioral expectations for teachers and administrators. The leadership guide list in details the actions that the teacher, the principal, and the central administrator will take to address the guiding question. The guide is designed to describe the behaviors that are expected in response to the following questions

Implementation of the Instructional Management System will require additional Professional Development time and resources. The Instructional Management System addresses the ACE tenets of Effective Principal and effective teacher, instructional excellence, extended learning, social and emotional support, and parent and community partnership,

As a part of our turnaround efforts we are being intentional about the implementation of the Student Management System. The Student Management System is designed to ensure that our approach to managing and influencing student behavior is made explicit throughout the district. The components of the Student Management System are teacher/staff professional development, implementation of restorative practices including positive behavior supports, social excellence initiatives through clubs and organizations, and leadership readiness. The student management system also has negative consequences for poor choices which are normally addressed in the student code of conduct.

The Student Management system acknowledges the implications of social and emotional factors and is intentional about building educators awareness about social and emotional supports. The Student Management System is in alignment with the ACE tenet that focuses on ensuring that social and emotional supports are present in the school and services are rendered in a proactive way. Additional personnel will be hired to provide case management services and address the social and emotional needs of the students.

As a part of the Student Management system student school days will be extended to a lot for time remediation, enrichment and acceleration. Extended school days will occur with the goal of gaining 8 hours per week of instructional time. This increase instructional time is designed to capture learning and engagement time that is often not capitalized on in the traditional structure. This additional time will also be used as club, group and social development time. Leadership development is important and is a key part of the Student management system. Students will be encouraged to secure membership in groups and clubs and will regularly be required to engage in leadership development activities and social excellence focused events.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crowley ISD will implement the Accelerating Campus Excellence (ACE) framework at David Walker Intermediate School. The ACE program is an innovative approach to accelerating the transformation of historically struggling, multi-year "Improvement Required" schools through the implementation of 1) strong campus leadership; (2) an effective teaching force and (3) high expectations to ensure that each and every student receives the necessary resources to develop a strong academic foundation. Key ingredients to this initiative will be a combination of substantial financial incentives (guided by a robust, multi-input evaluation system designed to identify the district's strong educators) who could then be collectively enticed to reconstitute perpetually struggling campuses educating students.

The Student Management system acknowledges the implications of social and emotional factors and is intentional about building educators' awareness about social and emotional supports. The Student Management System is in alignment with the ACE tenet that focuses on ensuring that social and emotional supports are present in the school and services are rendered in a proactive way. Additional personnel will be hired to provide case management services and address the social and emotional needs of the students.

Crowley ISD's Board of Trustees and Superintendent will attend the Lone Star Governance training in September of 2018. During this time the board and superintendent will align and identify any additional theory of action. While planning for the ACE framework model implementation the superintendent felt that the performance Management theory will best be utilized with not only components of this grant, but for the overall school district. Therefore, the Performance Management theory will best align with Crowley ISD.

Performance Management: If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district provides differentiated paths of continuous improvement for all educators – whether in administrative roles or classroom roles; and if the differentiated HR system methodically identifies paths for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is a function of student needs rather than adult preferences; then the district, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 220-912		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 220-912		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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MEMORANDUM



Best In Class

TO: Crowley ISD and Texas Education Agency

FROM: Dottie Smith, Managing Director, Best in Class

DATE: May 25, 2018

RE: Letter of Support for Crowley ISD – Transformation Planning Grant

The Best in Class Coalition is a community initiative that is powered by The Commit Partnership and Communities Foundation of Texas. Alongside education leaders and willing partners, we have agreed to align the work of the coalition to achieve one overarching goal:

Grow the proportion of students in Dallas-Fort Worth who are on track for college and career success by increasing access to effective and diverse teachers and school leaders.

To achieve this, Best in Class is focused on four key levers:



The Accelerating Campus Excellence (ACE) Overview: The Accelerating Campus Excellence (ACE) model has closed historically persistent achievement gaps for students in Dallas ISD, and replication of the model in 2017-2018 school year to Fort Worth ISD. In the 2018-2019 school year, ACE will expand to Richardson ISD and Garland ISD, with many more districts interesting in implementation for the 2019-2020 school year. This is a strategic staffing effort that places a district's more effective teachers and school leaders, as demonstrated by student growth data, at campuses identified by academic performance that is far below the district average and in many cases, are unacceptable based on state accountability standards.

Best in Class Progress – Summary of Support: Best in Class has played a pivotal role with Crowley SD in their exploration of the Accelerating Campus Excellence (ACE) model by engaging with key district leaders, from the initial conversation through planning and implementation to day one in the classroom. The Best in Class team serves as a resource for district leaders after year one, including, but not limited to:

- Facilitation of the ACE Learning Community, of which Crowley ISD is a member. This learning community gathers districts to discuss key ACE implementation topics from Curriculum & Instruction to Human Resources. Meetings are held at current ACE campuses, allowing time for districts to tour schools and create a community of learning and continuous improvement.



- Conducting data analysis for campus selection and effective teacher and campus leader identification through an analysis of absolute and relative growth performance as well as demographic analysis.
- Enhancing the ACE Toolkit, which serves as a warehouse of implementation resources: Resources developed by Best in Class as well as from participating districts, including communication materials, run of shows for ACE events, Master Schedules, and logistical implementation timelines to name a few.
- Ongoing support to key district leaders via communications and planning meetings
- Identifying opportunities for grants and external philanthropic support for ACE: Best in Class team assists district with identification of grants and philanthropic donors to align private resources to supplement public investments.

Through coordination by the Best in Class Team, Crowley ISD has agreed to the following five ACE Programmatic Requirements, as well as a core set of principles to ensure the ACE model is implemented with fidelity. While local flexibility is encouraged, Crowley ISD has agreed to the following programmatic pillars for a minimum 3-year period per campus.

1) Effective Principals and Teachers:

- Strategic Staffing: campuses are fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year.
- 3-year financial incentives provided to ACE educators (to date, \$15K for principals and \$10K for teachers annually – local flexibility is allowable in financial incentives, not to fall below \$12,500 for principals and \$8,000 for teachers)
- Targeted and differentiated professional development
- Emphasis on mission and purpose

2) Instructional Excellence:

- Focus on data analysis and professional learning communities
- Specified planning and collaboration time for teachers in grade level and subject alike settings
- A culture of frequent observation, coaching and feedback

3) Extended Learning:

- Extra hour embedded into the instructional day, specifically for reading and math interventions
- Campus remains open until 6pm for interventions, student enrichment, and safety
- Breakfast, lunch and dinner are served to all students

4) Social and Emotional Support:

- Emphasis on creating and maintaining positive relationships between adults and students
- Reduction of student suspensions and disciplinary issues through restorative justice practices
- Creation and implementation of joyful incentives for students

5) Parent and Community Partnerships:

- Increased communication protocols between educators and parents/community members
- New partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs



- Campus beautification efforts both externally and internally

Administration of Best in Class (or similar) teacher climate survey 2x per year (December and May): allowing for assessment of ACE progress after the first semester in year one in regards to climate and culture as compared to the end of the previous non-ACE year.

Join the ACE Learning Community and maintain the ACE brand for selected campuses: existing ACE districts come together multiple times each year to share best practices, lessons learned, and program progress leveraging the power of collaboration and a shared regional brand.

Align district teacher professional development days across ACE districts: coordination between districts on teacher in-service days allows for joint, high quality ACE PD across districts where national best practice organizations can be solicited, given the number of districts/teachers involved.

Conduct an ACE program evaluation at the end of each year, utilizing the same analytics framework for all ACE districts: benchmarking district and regional ACE progress against non-ACE campuses and districts will result in strong proof points that can be shared back to stakeholders (education prep programs, Texas Education Agency, Legislature, etc) to change behavior and inform decision making.

Grant Recommendation:

Based on X,Y, and X, Best in Class strongly recommends Crowley ISD to be named for Talent Zone Planning Grant given their commitment to implement the ACE model with strong fidelity in the 2019 school year on campuses that are in “Improvement Required” status or those that have significant achievement gaps by income and/or race. Furthermore, Best in Class has partnered with Crowley ISD to provide guidance and assistance in the model design and planning process to date, and can attest to the fidelity in which Crowley ISD is intending to implement the model, with ongoing support from the Best in Class team. We feel confident this model will result in significant academic gains for the students who need it the very most.





MEMORANDUM

TO: Texas Education Agency
FROM: Superintendent Michael McFarland, Crowley ISD
DATE: May 24, 2018
RE: Letter of Intent for Crowley ISD – Transformation Planning Grant

Crowley ISD is a diverse district with more than 15,300 students representing all ethnic and economic groups. Over 74% of our students are African American or Hispanic, and the largest growing population is the economically disadvantaged group, which represents more than 60% of our students. In Crowley, we believe that demographics are important but they do not define destiny. We recognize the transformative power of a high-quality educational experience and we work daily to ensure that our students will leave our school system with more than a high school diploma. We are committed to ensuring they have choices and opportunities.

In order to deliver on our promise of choice and opportunities, I realize that we must innovate to accelerate the learning of our students and the services we provide to families. The research is clear that an effective teacher in every class is the only silver bullet that will change the educational outcomes we desire. Teacher quality matters and is critical to improve student performance, but it is the power of the principal that makes the difference in improving school outcomes and transforming school district realities.

I am starting my eighth year as a superintendent of schools and am now leading my second district. I am convinced that demographics does not equal destiny and I reject the notion that students from diverse backgrounds cannot perform at high levels. When adults engage in design thinking and ensure that systems, programs, and people are aligned and committed, then all students will experience higher levels of learning.

I have witnessed these results firsthand in a diverse school district very similar to Crowley and I know we can produce outstanding results here for the students and families we serve. There are numerous bright spots across our district, and I am proud each and every day of the accomplishments made by our students and staff.

However, there are serious inequities in academic performance within Crowley ISD, specifically at David L. Walker Intermediate School. That school is experiencing some, if not all, of the following characteristics: (1) 80%+ economically disadvantaged student population, (2) high year over year teacher turnover, (3) significant achievement gaps by race and/or income level, (4) year over year principal turnover, and (5) above average discipline referrals that in many cases, are disproportionally represented by one race/gender compared to the district average.

As the superintendent, I refuse to accept these outcomes. My leadership team and I have closely been following the innovations embedded into the Accelerating Campus Excellence (ACE) program. We have seen the significant results accomplished by Dallas ISD during their initial implementation. The results have been impressive and the program appears to have promise in addressing the issues that commonly plague school districts. As a result, we are planning to implement the Accelerating Campus Excellence (ACE) program in Crowley ISD beginning in the 2019-2020 school year as a transformative initiative to improve outcomes at one of our underperforming intermediate schools.

Through collaboration with current ACE districts (Dallas, Fort Worth, Richardson and Garland ISD), Crowley ISD is committed to planning for implementation of the ACE model, adhering to the following five programmatic requirements, as well as a core set of principles (see below) to ensure the model is implemented with fidelity over a three-year period. There will of course be local elements to the Crowley ISD version based on buy-in and input from key stakeholders within our district.

1) Effective Principals and Teachers:

- Strategic Staffing: campuses are fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year.
- Three-year financial incentives provided to ACE educators (\$15K for principals and \$10K for teachers annually)
- Targeted and differentiated professional development
- Emphasis on mission and purpose

2) Instructional Excellence:

- Focus on data analysis and high quality professional learning communities (PLCs)
- Specified planning and collaboration time for teachers in grade level and subject alike settings
- A culture of frequent observation, coaching and feedback

3) Extended Learning:

- Extra hour embedded into the instructional day, specifically for reading and math interventions
- Campus remains open until 6pm for interventions, student enrichment, community partnerships and safety
- Breakfast, lunch and dinner are served to all students

4) Social and Emotional Support:

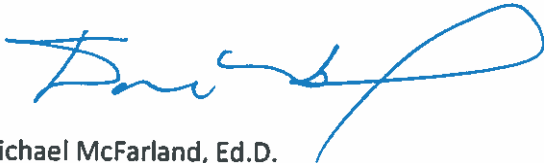
- Emphasis on creating and maintaining positive relationships between adults and students
- Reduction of student suspensions and disciplinary issues through restorative justice practices
- Creation and implementation of joyful incentives for students

5) Parent and Community Partnerships:

- Increased communication protocols between educators and parents/community members
- New partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities and early education programs
- Strong parent teachers association engagement
- Campus beautification efforts both externally and internally
- Administration of teacher climate survey 2x per year (December and May)
- Joining the ACE Learning Community and maintaining the ACE brand for selected campuses
- Aligning Crowley ISD teacher professional development days to align with other ACE districts
- Conducting an ACE program evaluation at the end of each year, utilizing the same analytics framework as partner ACE districts

Crowley ISD is committed to planning for a successful implementation of the ACE model in the 2019-2020 school year. Our students in greatest need deserve nothing less from us. We are excited about this opportunity with TEA to support this work, we are excited to collaborate with our district peers who are already implementing such an amazing program, and we are excited to see our students realize their true potential once they are provided the resources, both human capital and physical, that they have needed all along. Crowley ISD is committed to a quality education for ALL students, and this is a big step in making that commitment a reality.

Sincerely,

A handwritten signature in blue ink, appearing to read "McFarland", with a large, stylized loop at the end.

Michael McFarland, Ed.D.
Superintendent
Crowley ISD